

COURSE, CURRICULUM, AND LABORATORY IMPROVEMENT PROGRAM (CCLI)

Program Solicitation NSF 00-63

DIVISION OF UNDERGRADUATE EDUCATION
DIRECTORATE FOR EDUCATION AND HUMAN RESOURCES

DEADLINE DATES:

CCLI - ND TRACK PRELIMINARY: APRIL 24, 2000

CCLI - A&I TRACK: JUNE 5, 2000

CCLI - EMD TRACK: JUNE 6, 2000

CCLI - ND TRACK: JUNE 6, 2000



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SUMMARY OF PROGRAM REQUIREMENTS

GENERAL INFORMATION

Program Name: Course, Curriculum, and Laboratory Improvement Program

Short Description/Synopsis of Program:

The **Course, Curriculum, and Laboratory Improvement (CCLI)** program seeks to improve the quality of Science, Mathematics, Engineering, and Technological (SMET) education for all students and targets activities affecting learning environments, course content, curricula, and educational practices. The program has three tracks:

1. *Educational Materials Development (CCLI-EMD)*

Projects are expected to produce innovative materials that incorporate effective educational practices to improve student learning of science, mathematics, engineering, and technology. Projects to develop textbooks, software, or laboratory materials for commercial distribution are appropriate. Two types of EMD projects will be supported: a) those that intend to demonstrate the scientific and educational feasibility of an idea, a “proof of concept” or prototype, and b) those based on prior experience with a prototype that intend to fully develop the product or practice. Such materials are expected to be disseminated nationally for adoption and adaptation.

2. *Adaptation and Implementation (CCLI-A&I)*

Projects are expected to result in improved education in science, mathematics, engineering and technology at academic institutions through adaptation and implementation of exemplary materials, laboratory experiences, and/or educational practices that have been developed and tested at other institutions. Proposals may request funds in any category normally supported by NSF, or may request funds to purchase only instrumentation.

3. *National Dissemination (CCLI-ND)*

Projects are expected to provide faculty with professional development opportunities to enable them to introduce new content into undergraduate courses and laboratories, and to explore effective educational practices to improve their teaching effectiveness. Projects should be designed to offer workshops, short courses, or similar activities on a national scale in single or multiple disciplines.

Contact Information:

CCLI-EMD – (703) 306-1681

CCLI-A&I – (703) 306-1671

CCLI-ND – (703) 306-1668

Applicable Catalog of Federal Domestic Assistance (CFDA) Nos.: 47.076

ELIGIBILITY

- ◆ Limitation on the categories of organizations that are eligible to submit proposals:

Proposals are invited from organizations in the United States and its territories: two-year colleges, four-year colleges, universities, professional societies, consortia of institutions, and non-profit and for-profit organizations.

- ◆ PI eligibility limitations:

None

- ◆ Limitation on the number of proposals that may be submitted by a PI:

An individual may be the lead PI on only one CCLI proposal per solicitation and also may be a Co-PI on other proposals. There is no restriction on the number of proposals for which a person may serve as a Co-PI.

AWARD INFORMATION

- ◆ Type of award anticipated: **Standard or Continuing Grant**
- ◆ Number of awards anticipated in FY2001: **300**
- ◆ Amount of funds available: **Approximately \$44 million in FY2001, pending availability of funding.**
- ◆ Anticipated date of award: **December 2000**

PROPOSAL PREPARATION & SUBMISSION INSTRUCTIONS

- ◆ **Proposal Preparation Instructions**

- Letter of intent requirements: **No letter of intent is required**
- Preproposal requirements: **CCLI-A&I and CCLI-EMD tracks do not require preproposals. It is suggested that CCLI-ND submissions have a telephone discussion (as discussed under the CCLI ND track later in this document) and submit a preliminary project description by no later than April 24, 2000. Feedback will be provided within two weeks.**
- Proposal preparation instructions: **Standard NSF *Grant Proposal Guide* (GPG, NSF 00-02) instructions and supplemental instructions in this program solicitation**
- Supplemental proposal preparation instructions: **See the detailed instructions later in this program solicitation.**
- Deviations from standard (GPG) proposal preparation instructions: **See the detailed instructions later in this program solicitation.**

- ◆ **Budgetary Information**

- Cost sharing/matching requirements: **All tracks require instrumentation (e.g. scientific apparatus and devices, laboratory and field instrumentation, computers, software, etc.) requests to be matched by non-Federal sources. CCLI-A&I also requires matching of the entire NSF budget request. Minority serving institutions such as Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges (United States Department of Education Accredited Postsecondary Minority Institutions) that do not offer SMET degrees beyond the baccalaureate level are exempted from this requirement. (For more information on this exemption, please see the DUE web site at <<http://www.ehr.nsf.gov/ehr/due/programs/general/msi.htm>>.)**
- Indirect cost limitations: **None**

- Other budgetary limitations: **See detailed range of expected award sizes later in the program solicitation.**

◆ **FastLane Requirements**

- FastLane proposal preparation requirements: **Use of FastLane is required.**
- FastLane point of contact: **Ms. Romona Truesdale, Division of Undergraduate Education, Room 835, telephone (703) 306-1670, e-mail <duefl@nsf.gov> or FastLane Help Desk, telephone (703) 306-1142, e-mail <fastlane@nsf.gov>.**

◆ **Deadline/Target Dates**

- Preliminary project description deadline (CCLI-ND only): **April 24, 2000**
- Proposal deadline
CCLI Adaptation and Implementation: June 5, 2000, 5:00 PM submitter's local time
CCLI Educational Material Development: June 6, 2000, 5:00 PM submitter's local time
CCLI National Dissemination: June 6, 2000, 5:00 PM submitter's local time

PROPOSAL REVIEW INFORMATION

- ◆ Merit review criteria: **Standard National Science Board approved criteria, supplemented by program-specific criteria described in this program solicitation.**

AWARD ADMINISTRATION INFORMATION

- ◆ Special grant conditions anticipated: **Please see Budgetary Information above for special cost sharing/matching requirements.**
- ◆ Special reporting requirements anticipated: **None**

INTRODUCTION

Undergraduate education is central to the National Science Foundation's mission in human resource development. Whether preparing students to participate as citizens in a technological society, to enter the workforce with two- or four-year degrees, to continue their formal education in graduate school, or to further their education in response to new career goals or workplace expectations, undergraduate education provides the critical link between the Nation's secondary schools and a society increasingly dependent upon science and technology.

The Division of Undergraduate Education (DUE) serves as the focal point for NSF's agency-wide effort in undergraduate education. Programs administered by DUE with continuations in FY 2001 include:

- *Course, Curriculum, and Laboratory Improvement (CCLI)*
- *Advanced Technological Education (ATE)*
- *Computer Science, Engineering, and Mathematics Scholarships (CSEMS)*
- *National Science, Mathematics, Engineering, and Technology Education Digital Library (NSDL)*

Other programs are described in separate program announcements. Updates may be issued, as needed, to announce relevant changes or additions. To stay current with the DUE program offerings, periodically visit the DUE Web site (<http://www.ehr.nsf.gov/EHR/DUE/start.htm>). All NSF publications referenced in this document are available via the NSF Online Document System <<http://www.nsf.gov/cgi-bin/pubsys/browser/odbrowse.pl>>.

RATIONALE FOR DUE PROGRAMS

DUE's programs and leadership efforts reflect the recommendations made in *Shaping the Future: New Expectations for Undergraduate Education in Science, Mathematics, Engineering, and Technology* (NSF 96-139), in the National Research Council report *From Analysis to Action: Undergraduate Education in Science, Mathematics, Engineering, and Technology* (NRC, 1996), and in the National Research Council Report *Transforming Undergraduate Education in Science, Mathematics, Engineering and Technology* (NRC, 1999). These reports and follow-on activities have had broad-based input involving faculty from SMET disciplines, presidents and other administrators at academic institutions, representatives from business and industry, students, and parents. These activities highlight the importance of undergraduate SMET education for all students, including:

- SMET majors
- Prospective pre-Kindergarten through grade 12 (preK-12) teachers
- Students preparing for the technological workplace
- All students, as citizens in a society increasingly dependent upon science and technology.

The percentages of underrepresented minorities, persons with disabilities, and women who pursue careers in SMET fields need to increase if this nation is to realize its full potential. The "non-traditional" student (e.g., part-time student, working parent, career-changing adult) is also an important constituent.

High quality undergraduate SMET education for all students calls for more effective linkages between preK-12 schools and institutions of higher education, between two- and four-year institutions, between undergraduate and graduate education, and between higher education and business/industry to better prepare students for entry and growth in the technological workplace.

Faculty members who creatively combine teaching with research are essential to the improvement of undergraduate SMET education. NSF seeks to stimulate and motivate faculty members so that creative teaching and pedagogical scholarship become a part of the "faculty culture" at all institutions.

The opportunity for faculty and their institutions to have a major impact on undergraduate education is greater than ever. Increased national recognition of the importance of SMET education, coupled with rapid growth in new teaching and learning technologies, innovations in preK-12 education, increased understanding of how students learn, and successful interdisciplinary approaches, creates new opportunities for improving undergraduate education. These developments provide the foundation for systemic reform, i.e., the totality of effort required of institutions to achieve excellence in SMET undergraduate education for all students.

PROGRAM DESCRIPTION

The CCLI program has three tracks that emphasize, respectively, the development of new educational materials and practices for a national audience, the adaptation and implementation into an institution of previously developed exemplary materials and practices, and the national dissemination of exemplary materials and/or practices. Projects may address the needs of a single discipline or cut across disciplinary bounds. Applicants must identify on the Cover Sheet and on the Project Data Form (Form 1295) the track in which they wish their project to be reviewed.

In CCLI, the word "laboratory" includes experiences ranging from those fully integrated within a course to those forming separate components in the curriculum. The setting may involve, for example, a field site, an observatory, a computer room, or an integrated laboratory/classroom, as well as the traditional laboratory.

Track 1: Educational Materials Development (CCLI-EMD)

The objective of the CCLI-EMD track is to support the development of educational materials that incorporate practices that are effective in improving learning of science, mathematics, engineering, or technology by undergraduates with diverse backgrounds and career aspirations. Projects are expected to address national needs or opportunities in undergraduate SMET education and to produce innovative materials of a quality and significance appropriate for national distribution, adoption, adaptation, and implementation.

The CCLI-EMD track invites two types of proposals that aim to achieve these goals: a) those that intend to establish a "proof of concept" or a prototype that would be responsive to a national need, and b) those that intend to fully develop a product or practice for national dissemination.

Proof of Concept

A "proof of concept" project is expected to demonstrate the scientific and the educational feasibility of an idea. If development of the prototype proves successful, the project would be expected to move to full-scale development of the materials. Such a proposal for full development could be submitted to NSF for peer review and possible funding, or to other sources of potential support.

The outcomes expected of a CCLI-EMD Proof-of-Concept project shall include all of the following:

- A prototype that addresses a nationally recognized need and is based upon sound, effective pedagogy;
- A pilot test that provides a credible evaluation of the prototype;
- A report of the results of the evaluation; and
- Dissemination to the professional community about the prototype.

The Project Description portion of the proposal should describe the plans to achieve these outcomes.

If in your judgement the completed proof-of-concept proves successful, an outline of a plan for the following should be included in the final report:

- Developing the prototype into the full project, including beta testing and evaluation of the product at diverse types of institutions and with diverse student populations, and
- Commercial or the self-sustained distribution of a fully developed product or practice.

Full Development

A full development project is expected to produce and evaluate significant new educational materials and pedagogical practices, and to promote their dissemination and effective implementation nationally.

The outcomes expected of the funded projects include all of the following:

- The full development of innovative materials that incorporate effective teaching and learning strategies, and that are based upon prior experience with a prototype;
- A credible evaluation of the effectiveness of the materials or practices at different types of institutions serving students with diverse backgrounds and career goals;
- Faculty at test sites and other potential users are prepared to use the materials or practice;
- Dissemination of information about the developed materials; and
- Commercial or other self-sustaining national distribution (for example, distribution through a commercial publisher or discipline-based professional society)

The Project Description portion of the proposal should describe the plans to achieve these outcomes.

The proposal may include a request for funds to conduct workshops or other forms of faculty development to enhance the impact of materials and products developed by the project. Alternatively, when a project is at a stage where materials are ready for use and their effectiveness has been demonstrated, the project PI may submit a request for a supplement to the grant to fund such activities. The request for the supplement must be justified on the basis of the quality of materials developed and the potential value of the proposed activities. Projects interested in supplemental funds should contact the NSF Program Director assigned to the project.

If the purchase of instrumentation can be justified for the development of materials, a 1:1 match of funds is required from non-federal sources, except for those minority-serving institutions exempted from this requirement. (For more information on this exemption, see the DUE web site at <http://www.ehr.nsf.gov/ehr/due/programs/general/msi.htm>.)

Track 2: Adaptation & Implementation (CCLI-A&I)

This track promotes the improvement of SMET education in the funded institution through adaptation and implementation of specific exemplary materials, laboratory experiences, or educational practices in the funded institution which have been developed and tested at other institutions. CCLI-A&I projects should effect change within or across departments or other institutional units, by having broad faculty and administrative support.

Note: Projects for adaptation and implementation of materials relating to advanced technological education should be submitted to the Advanced Technological Education (ATE) program.

Projects to adapt and implement high quality SMET curricula, materials, and/or techniques might include, for example:

- The incorporation of laboratory experiments or field experiences that effectively engage students in scientific processes and exploration of scientific concepts;
- The adaptation and testing of exemplary materials for use by a student audience significantly different from the one for which they were originally developed;
- The enhancement of teaching and learning through the use of resources, particularly instructional and information technologies, demonstrated to be of high quality;
- The development and use of collaborative learning, learning communities, and other innovations that aim to improve pedagogy in courses; or
- The integration of the study of pedagogy and content in SMET core courses for prospective preK-12 teachers.

Project scope may range from an individual course or laboratory to a more comprehensive effort that impacts entire curricula or programs. The funds may be requested in any budget category normally supported by NSF or may be entirely for instrumentation.

Proposers of CCLI-A&I projects are expected to adapt and implement high-quality materials and effective educational practices developed elsewhere by individuals supported by NSF or by others. Adaptations that integrate significant advances from the research field into the undergraduate curriculum are also appropriate. Materials for

adaptation may be drawn from more than one source. **Proposals must specifically identify the materials and practices being adapted including references to the literature or to other institutions using the materials and practices, as appropriate, and must describe the modifications to be effected.**

Information about the results of projects funded through DUE programs can be obtained via the DUE Project Information Resource System <<http://www.ehr.nsf.gov/PIRStart/>>. Many of these previously funded projects are in progress, and proposers may wish to contact the project PIs for further information. For example, Systemic Changes in the Undergraduate Chemistry Curriculum, and Mathematical Sciences and Their Applications Throughout the Curriculum are two NSF Initiatives that have funded large-scale, multi-year projects which are still underway. Information on these projects also can be obtained through the DUE Web site.

The outcomes expected of funded projects include all of the following:

- Adaptation and implementation of exemplary practices and/or materials for course, curriculum, or laboratory improvements in innovative ways;
- An evaluation that informs the institution and others of the effectiveness of the implemented materials and practices, and also informs development of the project;
- Faculty professional development as needed in support of curricular adaptation and implementation;
- Efforts to build on the project and to broaden its impact at the institution, within the discipline or across disciplines; and
- Effective dissemination of project results to the broader community.

The institutional commitment and plans to build upon the project are of critical consideration in the review of CCLI-A&I proposals. In recognition of the institutional commitment required to conduct successful projects and the particular benefit to the funded institution of A&I projects, the entire budget request must be matched by non-Federal resources equal to or greater than the funds requested from NSF. The match on the entire budget is a requirement for CCLI-A&I projects only. **Minority serving institutions such as Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges (United States Department of Education Accredited Postsecondary Minority Institutions) that do not offer SMET degrees beyond the baccalaureate level are exempted from this requirement. (For more information on this exemption, please see the DUE web site at <<http://www.ehr.nsf.gov/ehr/due/programs/general/msi.htm>>.)**

The CCLI-A&I track discourages proposals that:

- Are justified solely on the basis of financial need or increased enrollments;
- Seek replacement instrumentation without a well-conceived plan for enhancing learning;
- Provide only the basic level of support for SMET instruction needed to maintain a viable program;
- Replicate an existing program without further adaptation; or
- Describe a project that will not serve as a basis for further change at the institution.

Track 3: National Dissemination (CCLI-ND)

This track supports the national dissemination of exemplary materials and practices by providing faculty with professional development activities. (Eligible activities are not restricted to the dissemination of results from NSF-funded projects.) Projects are invited from organizations that propose to provide faculty professional development opportunities on a national scale. Such organizations should be able to provide efficient administrative support to manage the logistics of these activities at multiple sites. Although it is expected that the primary mechanisms will be workshops, short courses, and distance learning opportunities, other means of dissemination are also encouraged.

These professional development opportunities are expected to enable faculty to introduce new content into undergraduate courses and laboratories, and to explore effective educational practices, thereby improving the effectiveness of their teaching. The new content may be scientific and technical knowledge, laboratory practices, or reformatted and synthesized content that supports new modes of learning. It is expected that the format will provide interaction with experts at a level deep enough to promote and achieve significant gains by participating faculty.

Successful proposals must aim to provide faculty professional development in a variety of disciplines or broadly within one of the following disciplines (behavioral sciences; biological sciences; chemistry; computer and information sciences; engineering; earth sciences; mathematical sciences; physics and astronomy; social sciences).

Scientific societies may submit proposals to the national dissemination track. Proposals from scientific societies should clearly identify the value that would be added to the current set of activities sponsored by their organization(s) in support of faculty professional development. Scientific societies in the same discipline are urged to work together rather than separately in developing proposals.

It is recommended that organizations considering submission of a proposal to this track contact a DUE Program Director at (703) 306-1668 and prepare a preliminary project description for comment no later than April 24, 2000. It is recommended that you begin by speaking with a program director first, then follow-up with a preliminary project description. This description should not be longer than three pages and should indicate the scope of the project (number and types of workshops, disciplines and sub-disciplines covered, and expected locations where these will be conducted). It should also include a project outline, list the key personnel involved, and indicate an approximate budget.

The outcomes expected of funded CCLI-ND projects include all of the following:

- Sets of materials for use by attending faculty that are appropriate for their needs.
- Participation by faculty representative of the national demographic and institutional diversity within the included disciplines. [This may require proactive recruitment.]
- Follow-up activities to sustain faculty who participated in the professional development activities.
- A network of faculty actively using the disseminated best practices in their courses and classrooms.
- Evaluation protocols to assess the effectiveness of professional development activities and to improve their effectiveness. [Mature projects are expected to assess the success of efforts by participating faculty to deploy these exemplary materials and practices in their teaching.]

The following outcomes, although not required, would represent outstanding achievement:

- A cadre of faculty who participated in professional development activities who have subsequently become actively involved in further efforts to disseminate information about these practices to others.
- Success in attracting other sponsors or co-sponsors to sustain further professional development and dissemination activities.

COMMON THEMES ACROSS DUE PROGRAMS

The Division has identified four crosscutting themes that may be integrated, as appropriate, into projects funded through DUE programs.

Preparation of Future Teachers

The preparation of prospective preK-12 teachers in science, mathematics, engineering and technology is a major emphasis within DUE. This emphasis is based on the premise that the preparation of prospective teachers is the responsibility of SMET faculty and departments, as well as of colleges and schools of education.

Projects within this theme are expected to provide prospective teachers with in-depth knowledge of subject matter and with knowledge of instructional practices necessary to meet the challenges posed by standards-based education, changing technology, and an increasingly diverse student body.

Diversity

All DUE programs encourage proposals that strengthen undergraduate education in SMET by increasing the participation and success of women, underrepresented minorities, and persons with disabilities. Projects of particular interest are those that can serve as models for increasing the number of such students who successfully pursue careers in SMET areas and in preK-12 teaching of science and mathematics.

Institutions with significant enrollments of underrepresented persons that have not been previous participants in DUE programs are particularly encouraged to submit proposals. DUE seeks ideas from individuals and institutions with experience in this arena to meet the challenge of increasing the diversity of the SMET workforce and improving the SMET preparation of underrepresented groups.

Faculty Development

Quality undergraduate education derives from faculty members who are intellectually vigorous, up-to-date in their fields, and experienced in effective teaching methods. Faculty professional development is critical in preparing current faculty members to apply newly developed course and laboratory materials, pedagogical methods, and technologies into the learning environment. Preparation of graduate students, post-doctoral fellows, and others intending to become faculty is critical if these new faculty are to become effective teachers once they begin their academic careers.

Through all its programs DUE provides support to supplement course, curriculum, and laboratory improvement efforts with faculty development and faculty preparation activities appropriate to those efforts.

Integration of Technology

NSF has been designated the lead agency for a six-agency initiative on Information Technology Research (ITR). The ITR initiative will cultivate the promise and the potential that information technologies offer our society. These activities build upon NSF's previous substantial investments in information technology-related projects supporting all areas of research and education to make optimal use of emerging capabilities.

DUE encourages proposals that apply developments in information and other technologies to improve learning and teaching. These proposals should integrate innovative educational strategies, appropriate content, and sound evaluation with current technology to produce more effective learning environments. Projects may also develop or adapt materials and strategies to improve distance learning, incorporating effective uses of technology.

ELIGIBILITY

Eligible Fields and Disciplines

Proposals may be submitted for support of projects in any field of science, mathematics, engineering, and technology ordinarily supported by NSF. Projects involving fundamental scientific, mathematical, or engineering concepts within technical, professional, or pre-professional programs are appropriate. Multidisciplinary and interdisciplinary proposals are especially encouraged.

Specifically excluded are projects that address clinical fields such as medicine, nursing, clinical psychology, and physical education, and those that primarily involve social work, home economics, the arts, and the humanities.

Eligible Institutions and Individuals

Proposals are invited from organizations in the United States and its territories: two-year colleges, four-year colleges, universities, professional societies, consortia of institutions, and nonprofit and for-profit organizations. Proposals from a formal consortium should be submitted by the consortium; proposals from an informal consortium or coalition may be submitted by one of the member institutions. For additional details see Grant Proposal Guide (GPG, NSF 00-2). An individual may be the lead Principal Investigator (PI) on only one proposal submitted to the CCLI program per deadline and may also be a Co-PI on other proposals. There is no restriction on the number of proposals for which a person may serve as a Co-PI.

Projects may involve a single institution, collaboration with business and industrial partners, or collaboration among several institutions. For example, projects may include collaborative efforts that improve the transition of students between the collaborating institutions, such as transfer between two- and four-year institutions.

AWARD INFORMATION

The number and size of awards will depend on the quality of the proposals received and the availability of funds. Grant duration is typically 2-3 years but support may be requested for up to five years. The table below indicates an expected range of total NSF/DUE support over the lifetime of a project for CCLI projects. The minimum budget request is \$5,000.

Tracks	Project Scope (expected range of total NSF/DUE support)	
Educational Materials Development	Proof of Concept (up to \$75,000)	Full Development (up to \$500,000)
Adaptation & Implementation	Efforts of varying scope, up to \$100,000 for a single course and up to \$200,000 for comprehensive projects	
National Dissemination	Large-Scale Faculty Professional Development (up to \$1,000,000)	

PROPOSAL PREPARATION & SUBMISSION INSTRUCTIONS

Proposal Preparation Instructions

Proposals submitted in response to this program solicitation should be prepared and submitted in accordance with the general guidelines contained in the *Grant Proposal Guide* (GPG), NSF 00-2. The complete text of the GPG (including electronic forms) is available electronically on the NSF Web Site at: <<http://www.nsf.gov>>. Paper copies of the GPG may be obtained from the NSF Publications Clearinghouse, telephone (301) 947-2722 or via e-mail from <pubs@nsf.gov>.

Except as modified by the guidelines set forth in this solicitation (in particular, the maximum page limits and guidelines for appendices), standard NSF guidelines contained in the GPG are applicable.

Advice to Proposal Writers

DUE staff often provide informal guidance to proposers about potential projects. The advice most frequently sought about proposal writing in general has been collected in *A Guide for Proposal Writing* (NSF 98-91). For examples of DUE-funded projects, refer to the DUE Project Information Resource System <<http://www.ehr.nsf.gov/PIRStart/>>.

Formal Proposal Preparation

1. Information about Principal Investigators

As described in FastLane.

2. Cover Sheet

The proposal title should include informative key words that indicate, for example, the discipline, the target audience, and the nature of the problem or innovative solution. When preparing the proposal in FastLane please select "Division of Undergraduate Education" from the list of NSF Organizational Units. This will bring up a list of DUE programs from which you can select the specific CCLI track - EMD, A&I, or ND. In addition, please enter the program solicitation number in the block on the cover page sheet. Submitting this information will facilitate processing at NSF.

3. Project Summary

The Project Summary is the first statement that reviewers and NSF staff will read about a proposed project and it sets the context in which the rest of the proposal will be read. Thus, the summary should be a clear, concise, self-contained description of the project. It should be informative to other persons working in the same or related fields, and insofar as possible, understandable to a scientifically literate reader. It should not contain extraneous descriptions of the institution, department, or PIs. In no more than one page the summary should describe:

- The problem(s) being addressed by the proposal;
- The objectives and expected outcomes, including products;
- How the objectives will be accomplished;
- Special audiences targeted by the project, as appropriate;
- Notable collaborations with other institutions; and
- Themes addressed in a significant way (such as teacher preparation, diversity, faculty development, or integration of technology in education).

4. Project Description, including Results from Prior NSF Support

Text in this section of a formal proposal must be double-spaced (3 lines per 2.5 cm). The format must be readily legible. Use no less than 2.5-cm margins and a standard font with font size no smaller than 12 point. The following page limits apply:

Educational Materials Development:	
Proof-of-Concept	15
Full Scale Development	30
Adaptation & Implementation	15
National Dissemination	30

DUE will not accept proposals in which the Project Description (including Results from Prior NSF Support) exceeds these page limits.

This section of the proposal presents most of the information that determines whether or not the proposal will be recommended for an award. Write the proposal to respond to the criteria that will be used by reviewers in judging the merit of the proposal. [See the Merit Review Criteria and Additional Criteria later in this program solicitation.]

Results from Prior NSF Support

If the prospective PI or Co-PI(s) has received support from NSF pertaining to undergraduate education in the past five years, briefly describe the earlier project(s) and outcomes or on-going progress. Do not include information on research projects unless those projects have a direct bearing on the new proposal. Provide sufficient detail to permit a reviewer to reach an informed conclusion regarding the value of the results achieved. Include the NSF award number, amount and period of support, the title of the project, a summary of the results of the completed work, and a list of publications and formal presentations that acknowledged the NSF award (do not submit copies with the proposal). Note that the PI and all Co-PIs must submit a Final Project Report for any completed NSF-funded project before a new grant can be awarded.

Project Description

This description of the project should contain:

- Goals and Objectives:** Describe the goals clearly and concisely, relating them, as appropriate, to local or national needs and recent trends.
- Detailed Project Plan:** This should be the longest section of the Project Description. Describe the project's features, clearly delineating the need or problem you will address, what you plan to do, how you plan to achieve the outcomes expected from the project, the timetable for executing the project, and the facilities and resources available for realizing the project's objectives. Where appropriate, include evidence of past successes that support the methods you plan to use; such evidence may come from the current literature or from pilot programs. You may include a URL for your materials if you think that providing a URL will enhance the reviewer's ability to appreciate how you plan to achieve your objectives. However, the reviewers are not required to access this material, and may not have access to the Internet during the review process. Therefore, all essential material should be submitted in written format. The literature cited in the bibliography should reflect an understanding of the knowledge base in the field in which the problem or question is posed. Appropriate literature on research in teaching and learning should be cited. Any literature cited should be clearly and specifically related to the proposed project, and it should be clear to a reader how the information in a reference has played a role in the design of the project.

- c) Experience and Capability of the Principal Investigator(s): Briefly describe the experience and capability of the PI(s). Include a brief description of the rationale for including the specific faculty members and institutional units within the project. State the role of each and cite the expertise that each will contribute to the project.
- d) Evaluation Plan: Describe the criteria that will be used to evaluate the quality and impact of the project, how the project's impact on student learning will be assessed, and the process for collecting and analyzing information at the applicant's institution or from others involved in testing of materials developed. Provide a timeline for the evaluation activities. Describe the qualifications of the individuals who will perform the evaluation tasks. The objectivity and credibility of the evaluation team should be evident. The breadth of the evaluation plan and the composition of an advisory committee should be appropriate to the size and complexity of the project. The following references may be helpful in designing the evaluation plan:
- *User Friendly Handbook for Project Evaluation: Science, Mathematics, Engineering and Technology Education* (NSF 93-152, revised 2/96). See: <http://www.ehr.nsf.gov/EHR/RED/EVAL/Handbook/handbook.htm>
 - *User Friendly Handbook for Mixed Method Evaluations* (NSF 97-153). See: <http://www.ehr.nsf.gov/EHR/REC/pubs/NSF97-153/start.htm>
 - *Online Evaluation Resource Library*. See <http://oerl.sri.com>
 - *Field-tested Learning Assessment Guide (FLAG)*. See: <http://www.wcer.wisc.edu/nise/CL1/flag/>
- e) Dissemination of Results: Describe plans to communicate the results of the project to other professionals in the SMET and education communities, both during and after the project, and to disseminate products. Identify the audience to be reached and describe the information or materials to be disseminated (e.g., textbooks, laboratory manuals, software, multimedia materials); how the material will be made available to other institutions; the means of dissemination (e.g., faculty development workshops, journal articles, conference presentations, electronic networks and media) and procedures for determining the success of the dissemination effort. Describe the procedures to be used to maintain the quality and currency of any material developed, to provide support for faculty users, and to publicize the availability of materials. Plans for involving commercial publishers in the production, marketing, and dissemination of all appropriate products should be provided.

Special Instructions for Instrumentation Requests

Eligible Items

For proposals submitted to DUE programs, items or functional units of instrumentation (e.g. scientific apparatus and devices, laboratory and field instrumentation, computers, software, etc.) that have a unit acquisition cost of \$500 or more and an expected service life of more than one year are considered instrumentation. These items should be entered under Line D *Equipment* of the budget.

Scientific and computing instrumentation, to be used in any phase of undergraduate SMET education, may be requested. The instrumentation must be for use in specific curricular improvements discussed in the Project Description. Purchase of software essential to the scientific, technical, and educational objectives of the project is permitted. Software that costs more than \$500 should be considered instrumentation. Each software package must be itemized, justified, and the cost indicated. Software ordered in conjunction with new computing instrumentation should be regarded as part of a functional unit.

Construction of instrumentation, including material and labor costs, is allowed. Sufficient justification must accompany requests for instrumentation construction funds, such as a detailed explanation of the advantages of the proposed units over commercially available items. Requests for instrumentation fabrication must be supported by drawings, diagrams, parts lists, and estimates for labor charges, as appropriate.

Instrumentation assembly costs for on-site assembly of multi-component instruments, as distinct from instrumentation installation or building or laboratory modification, are allowable. Specialized safety instrumentation may be purchased where necessary for the safe utilization of the instrumentation requested.

Shipping costs, if not included in the purchase price, should be separately itemized. Reasonable estimates should be used, as opposed to a percentage of instrumentation costs.

Required taxes may be included if the institution cannot be exempted from paying them.

Ineligible Items

In any DUE project, neither NSF funds nor institutional matching funds may be used to purchase:

1. Teaching aids (e.g., films, slides, projectors, "drill and practice" software), word-processors, or library reference materials;
2. Instrumentation that is not mainly for undergraduate use;
3. Vehicles, laboratory furnishings or general utility items such as office equipment, benches, tables, desks, chairs, storage cases, routine supplies, general consumables, and items that are considered a routine part of a laboratory setting;
4. Maintenance items and maintenance or service contracts-even when these are for items procured through a DUE program;
5. Building or laboratory modifications or construction required for installation of the instrumentation (as distinct from simply integrating multiple computational resources or interfacing computers to instruments);
6. A flat percentage inflation allowance;
7. Replacement instrumentation that does not significantly improve instructional capability.

Information to Include in the Project Description: The instrumentation requested must be appropriate for the project's objectives. The Project Description must show how the proposed curriculum improvement will incorporate the requested instrumentation, and how the instrumentation will be used to improve student learning. A proposal seeking support for instrumentation for several unrelated projects or for a list of instrumentation to be used in unrelated ways is not appropriate.

Be sure to include the following;

- i) **Instrumentation Requests:** Indicate why the particular instrumentation was chosen, what alternatives were considered and rejected, and why. Reviewers do not need to be told what functions the instrumentation can perform unless those functions are unusual. Specifically explain requests for 1) apparatus of a quality or cost not usually encountered in undergraduate instruction; 2) instrumentation which is to be fabricated rather than purchased as a unit; or 3) purchases which might appear to be at variance with the academic setting in which the project would operate. Justification of these items must be related to the improvement of undergraduate education. Arguments based on enhancement of graduate-level courses, improvement of faculty research capabilities, or other activities outside the scope of undergraduate education are inappropriate.
- ii) **Implementation and Instrumentation Maintenance:** Briefly, but explicitly, outline the institution's plan for starting the project and for maintaining the instrumentation beyond the duration of the grant.

5. References Cited

Refer to the GPG for guidelines.

6. Biographical Sketches

Provide a biographical sketch of no more than two pages for each person listed as Senior Personnel. Refer to the GPG for what information must be included within the two-page limit and for a definition of Senior Personnel.

7. Budget and Budget Justification

See the instructions in the GPG for more information. Text for budget justification is limited to a total of no more than 3 pages.

For multi-institutional submissions, the budget justification should include the contributions of each institution and the amount each will receive from the grant. For multi-year projects, the results of the project are expected to be integrated into the academic programs of the institutions within the period of the award, and therefore it is expected that the budgets will reflect the assumption of responsibility by the participating institution(s) as the educational innovations are fully implemented.

NSF funds may not be used to support expenditures that would have been undertaken in the absence of an award, such as the cost of activities that are considered part of a faculty member's normal duties.

Institutional Matching Requirements

Consistent with the objectives of Executive Orders 12876, 12900, and 13021, NSF will waive matching requirements for minority serving institutions such as Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges (United States Department of Education Accredited Postsecondary Minority Institutions) that do not offer SMET degrees beyond the baccalaureate level. Please note this waiver in your budget justification, if you are eligible to take advantage of this waiver. (For more information on this exemption, please see the DUE web site at <<http://www.ehr.nsf.gov/ehr/due/programs/general/msi.htm>>.)

Except for the special conditions of the above Executive Orders, requests for instrumentation must be matched by funds or instrumentation from non-Federal sources equal to the funds requested for instrumentation from NSF. To qualify as matching, these resources must be used specifically for the instrumentation (or its equivalent) listed in the budget approved for the project. For CCLI Adaptation & Implementation proposals only, the entire budget request must be matched by non-Federal resources equal to or greater in value than the funds requested from NSF. The non-instrumentation portions of the budget may be matched in the form of instrumentation, personnel time, etc., and may be provided from the institution(s), industry, foundations, or other non-Federal sources (see OMB Circular A-110, Section 23). It should be noted that contributions counted as cost sharing toward projects of another Federal agency may not be counted towards meeting the specific cost-sharing requirements of the NSF grant. Only items that would be allowable under the applicable cost principles, if charged to the project, may be included in the grantees contribution to cost sharing.

For the instrumentation match only, an institution may obligate its matching funds or receive gifts of instrumentation to be counted toward matching at any time following the program deadline date under which the awarded proposal was submitted, but before the grant expiration date specified in the grant document. This normally provides a lengthy period during which the institution must fulfill the requirement to match NSF instrumentation funds. For all other categories of matching (e.g., personnel time) an institution may obligate its matching funds at any time *following the award effective date* but before the grant expiration date specified in the grant document.

The cost-sharing amount must be entered on Line M of NSF Budget Form 1030. Any cost-sharing commitments must be listed and described in the budget justification. Please include a four column table that lists: a) in the first column all items for which support is requested; b) in the second column the amount that NSF is being asked to contribute; c) in the third column the amount that will come from non-federal sources as matching; and d) in the fourth column the total cost of the item. These cost-sharing commitments will be referenced and included as a condition of an award. All cost sharing amounts are subject to audit. Failure to provide the level of cost sharing reflected in the approved grant budget may result in termination of the NSF grant, disallowance of grant costs and/or refund of grant funds to NSF.

Preparation of Instrumentation Budget Items and Justification

Reviewers must be able to recognize the function of the requested instrumentation. Therefore, on a separate page list all individual items by a descriptive name and the probable brand, model, and price. Such selections may be changed after an award.

Budget items may be either single items meeting the minimum cost required (\$500), or part(s) of a functional unit where the sum of the components meets the minimum cost requirement. A functional unit is an assemblage of instruments, modules, and components that together perform a specific task or that will normally be used together. Each component of a functional unit must be itemized and the cost indicated; the subtotal for the entire unit should be entered as the unit cost.

Many manufacturers routinely offer educational or institutional discounts. In preparing the budget, contact manufacturers or distributors to obtain discounted prices. On the detailed instrumentation budget page show both the list price and the discounted price used to compute the total cost of the project. If it is possible to negotiate on an individual basis a special discount not routinely available to educational institutions, list the usual discounted price in the project's budget. The amount by which the special discount exceeds the standard educational discount may be counted as matching funds.

Workshops

In proposals that involve professional development workshops, it is generally expected that the home institutions of the faculty participants will bear the cost of travel to and from the workshop unless a compelling reason can be offered to request NSF support for this conference. In CCLI-A&I proposals travel costs paid by the grantee institution may be counted towards the institutional match requirement.

In all DUE programs, the NSF grant may include participant support costs for subsistence (lodging and meals) during the workshop. In addition, funds may be requested for a stipend of up to \$60 per day of the workshop for participants. Requests for such stipends must be specific to the target audience and fully justified; for example, to assure participation by faculty with few professional development opportunities or from resource-poor institutions. No tuition or other fees may be charged to the participants. Note that indirect costs may not be charged on participant support costs. The host institution is expected to provide the facilities and instrumentation necessary to operate the project, and therefore NSF will ordinarily support no permanent instrumentation or facilities. The host institution is also expected to cover the expenses incurred by their own faculty participants.

With the exceptions noted above, the NSF grant may provide for planning and provision of the workshop, follow-through activities, participant support, and indirect costs. The total cost per participant-day varies considerably depending on the proposed activity.

8. Current and Pending Support

All current external support to the PI(s), including the proposed project, must be noted under Current and Pending Support. This information is needed to ensure that project leaders will have time to conduct the project and there is no duplication of support.

9. Facilities, Equipment, and Other Resources

Provide the information as is required in FastLane.

10. Project Data Form

The information on the Project Data Form (NSF 1295) is used to direct the proposal to appropriate reviewers and to announce and advertise the nature of NSF-supported projects.

11. Appendices

Appendices should be relevant and concise. For materials development proposals, a sample of prior work or work in progress is recommended. This information should be entered in the "Supplementary Docs" section.

Proposal Due Dates

Proposers are required to prepare and submit all proposals for this Program Solicitation through the FastLane system. Detailed instructions for proposal preparation and submission via FastLane are available at: <<http://www.fastlane.nsf.gov>>. If there are extenuating circumstances, the institution may apply to the Assistant Director of EHR for a waiver to submit a paper proposal. If such a waiver is granted, the paper proposal must be postmarked by June 5, 2000 for A&I submittals and June 6, 2000 for EMD and ND submittals.

For electronic submission of A&I proposals, the proposal MUST be submitted no later than June 5, 2000 by 5:00 PM, local time of the proposing institution and for EMD and ND submissions the proposal MUST be submitted no later than June 6, 2000 by 5:00 PM, local time of the proposing institution. Copies of the signed proposal cover sheet must be submitted in accordance with the instruction identified below.

Submission of Signed Cover Sheets

The signed proposal Cover Sheet (NSF Form 1207) must be postmarked within five working days following the electronic submission of the proposal and sent to the following address:

CCLI Cover Sheets
Allied Technology Group, Inc.
4200 Forbes Blvd, Suite 106
Lanham, MD 20706

A proposal will not be processed until the complete proposal (including the signed Cover Sheet) has been received by NSF.

FastLane Requirements

FastLane, NSF's System for conducting business over the Internet, must be used to prepare and submit proposals. Software that generates PDF files is needed to submit a proposal via FastLane. PIs who have not used FastLane before are asked to make sure that their institution is a registered FastLane institution and to contact this institution's Sponsored Research Office (which might also be known as the Office of Grants Administration, Office of Sponsored Research, Office of Research, etc.) to be added to the NSF PI database. (All Co-PIs listed in the proposal must also be in the NSF PI database.) PIs who intend to use sub-awards in their proposal (see the GPG, Section II.D.7.f.v.) are reminded that the subcontract institution(s) must also have an NSF Institution ID Number before FastLane can be used to prepare the subaward budget(s). *New FastLane users should acquaint themselves with the system as early as possible--well before the proposal deadline.*

PROPOSAL REVIEW INFORMATION

Merit Review Criteria

Reviews of proposals submitted to NSF are solicited from peers with expertise in the substantive area of the proposed research or education project. These reviewers are selected by Program Officers charged with the oversight of the review process. NSF invites the proposer to suggest at the time of submission, the names of appropriate or inappropriate reviewers. Care is taken to ensure that reviewers have no conflicts with the proposer. Special efforts are made to recruit reviewers from non-academic institutions, minority-serving institutions, or adjacent disciplines to that principally addressed in the proposal.

Proposals will be reviewed against the following general merit review criteria established by the National Science Board. These are general guidelines that apply to all NSF programs, both in research and education. Following each criterion are potential considerations that the reviewer may employ in the evaluation. These are suggestions and not all will apply to any given proposal. Each reviewer will be asked to address only those that are relevant to the proposal and for which he/she is qualified to make judgments.

What is the intellectual merit of the proposed activity?

How important is the proposed activity to advancing knowledge and understanding within its own field or across different fields? How well qualified is the proposer (individual or team) to conduct the project? (If appropriate, the reviewer will comment on the quality of prior work.) To what extent does the proposed activity suggest and explore creative and original concepts? How well conceived and organized is the proposed activity? Is there sufficient access to resources?

What are the broader impacts of the proposed activity?

How well does the activity advance discovery and understanding while promoting teaching, training, and learning? How well does the proposed activity broaden the participation of underrepresented groups (e.g., gender, ethnicity, disability, geographic, etc.)? To what extent will it enhance the infrastructure for research and education, such as facilities, instrumentation, networks, and partnerships? Will the results be disseminated broadly to enhance scientific and technological understanding? What may be the benefits of the proposed activity to society?

PIs should address the following elements in their proposal to provide the reviewers with the information necessary to respond fully to both NSF merit review criteria. NSF staff will give these factors careful consideration in making funding decisions.

In addition, the integration of research and education and diversifying NSF's programs, projects and activities should be taken into account in proposal review as explained below.

Integration of Research and Education

One of the principal strategies in support of NSF's goals is to foster integration of research and education through the programs, projects and activities it supports at academic and research institutions. These institutions provide abundant opportunities where individuals may concurrently assume responsibilities as researchers, educators, and students and where all can engage in joint efforts that infuse education with the excitement of discovery and enrich research through the diversity of learner perspectives. PIs should address this issue in their proposal to provide reviewers with the information necessary to respond fully to both NSF merit review criteria. NSF staff will give it careful consideration in making funding decisions.

Integrating Diversity into NSF Programs, Projects, and Activities

Broadening opportunities and enabling the participation of all citizens—women and men, underrepresented minorities, and persons with disabilities—are essential to the health and vitality of science and engineering. NSF is committed to this principle of diversity and deems it central to the programs, projects, and activities it considers and supports. PIs should address this issue in their proposal to provide reviewers with the information necessary to respond fully to both NSF merit review criteria. NSF staff will give it careful consideration in making funding decisions.

Review Considerations Specific to DUE Programs

With regard to DUE's programs, NSF's two general merit review criteria lead to questions such as the following, which are often raised in the review process.

Intellectual merit:

- Does the proposed project address a major challenge facing undergraduate SMET education?
- Does the project have potential for improving student learning of important SMET principles?
- Are the goals and objectives, and the plans and procedures for achieving them, worthwhile, well developed, and realistic?
- Is the rationale for selecting particular activities or components for development or adaptation clearly articulated?
- Does the project design consider the background, preparation, and experience of the target audience?
- Is the project informed by research in teaching and learning, current pedagogical issues, the efforts of others, and relevant literature?
- Does the project provide for effective assessment of student learning, which reflects the proposed educational objectives and practices?
- Are plans for evaluation of the project appropriate and adequate for the project's size and scope and will the evaluation appropriately inform project development?
- Does the project have the potential to provide fundamental improvements in teaching and learning through effective uses of technology?
- Is the project led by and supported by the involvement of capable faculty (and where appropriate, practicing scientists, mathematicians, engineers, technicians, teachers, and student assistants), who have recent and relevant experience in education, in research, or in the workplace?
- Is the project supported by adequate facilities, resources, and departmental commitment?
- Is there evidence of faculty and institutional endorsement of this effort?

Broader impacts:

- Are the proposed activities integrated into the institution's academic program?
- To what extent will the results of the project contribute to the knowledge base of activities that enhance student learning?
- Will the project evaluation inform others through the communication of results?
- Are the results of the project likely to be useful at similar institutions?
- What is the potential for the project to produce widely used products that can be disseminated through commercial or other channels?
- Are plans for producing, marketing and distributing these products appropriate and adequate?
- Will the project result in significantly improved content and pedagogical preparation of faculty and teachers of science, mathematics, engineering, and technology?

- Does the project effectively address one or more of the following objectives:
 - Ensure the highest quality education for those students planning to pursue SMET careers?
 - Increase the participation of women, underrepresented minorities, and persons with disabilities?
 - Provide a foundation for scientific, technological, and workplace literacy?
 - Develop multi- and interdisciplinary courses and curricula?
 - Develop courses and curricula that are aligned with national standards, as appropriate?

A summary rating and accompanying narrative will be completed and signed by each reviewer. In all cases reviews are treated as confidential documents. Verbatim copies of reviews, excluding the names of the reviewers, are mailed to the Principal Investigator/Project Director by the Program Director. In addition, the proposer will receive an explanation of the decision to award or decline funding.

Merit Review Process

All proposals are carefully reviewed by at least three other persons outside NSF who are experts in the particular field represented by the proposal. Reviewers will be asked to formulate a recommendation to either support or decline each proposal. A program officer assigned to manage the proposal's review will consider the advice of reviewers and will formulate a recommendation. NSF will be able to tell applicants whether their proposals have been declined or recommended for funding within six months for 95 percent of proposals. In those cases where a proposal is being considered for joint funding by separate divisions, directorates, or agencies, NSF will be able to inform applicants within nine months in 95 percent of proposals. The time interval begins on the proposal deadline or target date, or from the date of receipt if deadlines or target dates are not used by the program. The interval ends when the division director accepts the program officer's recommendation.

In all cases, after final programmatic approval has been obtained, award recommendations are then forwarded to the Division of Grants and Agreements (DGA) for review of business, financial, and policy implications and the processing and issuance of a grant or other agreement. Proposers are cautioned that only a grants officer may make commitments, obligations, or awards on behalf of NSF or authorize the expenditure of funds. No commitment on the part of NSF should be inferred from technical or budgetary discussions with an NSF program officer. A PI or organization that makes financial or personnel commitments in the absence of a grant or cooperative agreement signed by the NSF grants officer does so at its own risk.

AWARD ADMINISTRATION INFORMATION

Notification of the Award

Notification of the award is made to the submitting organization by a grants officer in the Division of Grants and Agreements (DGA). Organizations whose proposals are declined will be advised as promptly as possible by the NSF office or division administering the program. Verbatim copies of reviews, not including the identity of the reviewers, will be provided to the PI.

Grant Award Conditions

An NSF grant notification consists of (1) the award letter, which includes any special provisions applicable to the grant and any numbered amendments thereto; (2) the budget, which indicates the amounts, by categories of expense, on which NSF has based its support (or otherwise communicates any specific approvals or disapproval's of proposed expenditures); (3) the applicable grant conditions, such as Grant General Conditions (NSF GC-1) or Federal Demonstration Partnership Phase III (FDP) Terms and Conditions,* and (5) any NSF brochure, program guide, announcement or other NSF issuance that may be incorporated by reference in the award letter. Electronic mail notification is the preferred way to transmit NSF grants to organizations that have electronic mail capabilities and have requested such notification from the Division of Grants and Agreements.

* These documents may be accessed electronically on NSF's Web site <<http://www.nsf.gov/>>. Paper copies may be obtained from the NSF Publications Clearinghouse, telephone (301) 947-2722, or by e-mail from <pubs@nsf.gov>.

More comprehensive information on NSF Award Conditions is contained in the NSF *Grant Policy Manual* (GPM) Chapter II, (NSF95-26) available electronically on the NSF web site. The GPM is also available in paper copy by

subscription from the Superintendent of Documents, Government Printing Office (GPO), Washington, DC 20402. The GPM may be ordered through the GPO web site at: <<http://www.gpo.gov>>. The telephone number at GPO for subscription is (202) 512-1800.

Reporting Requirements

For all multi-year grants (including both standard and continuing grants), the PI must submit an annual project report to the cognizant program officer at least 90 days before the end of the current budget period.

Within 90 days after expiration of a grant, the PI also is required to submit a final project report. Approximately 30 days before expiration, NSF will send a notice to remind the PI of the requirement to file the final project report. Failure to provide final technical reports delays NSF review and processing of pending proposals for that PI. PIs should examine the formats of the required reports in advance to assure availability of required data.

NSF has implemented a new electronic project reporting system, available through FastLane, which permits electronic submission and updating of project reports, including information on project participants (individual and organizational), activities and findings, publications, and other specific products and contributions. Reports will continue to be required annually and after the expiration of the grant, but PIs will not need to re-enter information previously provided, either with the proposal or in earlier updates using the electronic system.

Effective October 1, 1999, PIs are required to use the new reporting system for submission of annual and final project reports. The Division of Undergraduate Education maintains the "Project Information Resource System" (PIRS) to provide the community at large current information about funded projects. Some of the information provided by PIs in the interim, annual, and final report will be available through PIRS. Applicants are encouraged to review the information now available through PIRS <<http://www.ehr.nsf.gov/PIRStart/>> about projects NSF has funded in undergraduate education.

New Awardee Information

If the submitting organization has never received an NSF award, it is recommended that the organization's appropriate administrative officials become familiar with the policies and procedures in the NSF *Grant Policy Manual* which are applicable to most NSF awards. The *Prospective New Awardee Guide* (NSF 97-100) includes Administration and Management Information; Accounting System Requirements and Auditing Information; and information on Payments to Organizations with Awards. This information will assist an organization in preparing documents that NSF requires to conduct administrative and financial reviews of an organization. The guide also serves as a means of highlighting the accountability requirements associated with Federal awards. This document is available electronically on NSF's Web site <<http://www.nsf.gov/>>.

OTHER PROGRAMS OF INTEREST

The NSF Guide to Programs is a compilation of funding for research and education in science, mathematics, and engineering. General descriptions of NSF programs, research areas, and eligibility information for proposal submission are provided in each chapter. The Guide to Programs is available only in electronic format. Many NSF programs offer announcements concerning specific proposal requirements. To obtain additional information about these requirements, contact the appropriate NSF program offices listed in Appendix A of the GPG. Any changes in NSF's fiscal year programs occurring after press time for the Guide to Programs will be announced in the NSF Bulletin, available monthly (except July and August), and in individual program announcements. The Bulletin is available in electronic format only via the NSF Web Site at <<http://www.nsf.gov>>. The direct URL for recent issues of the Bulletin is <<http://www.nsf.gov/od/lpa/publicat/bulletin/bulletin.htm>>. Subscribers can also sign up for NSF's Custom News Service to find out what funding opportunities are available.

The following programs might also be of interest.

- EHR/DUE – Advanced Technological Education (ATE) (NSF 00-62)
- EHR/DUE – Computer Science, Engineering, and Mathematics Scholarships (CSEMS) (NSF 99-121)
- EHR/DGE – NSF Graduate Teaching Fellows in K-12 Education (GK-12) (NSF 99-75)
- EHR/HRD – Alliances for Minority Participation (AMP) (NSF 98-19)

- EHR/HRD – Activities in Science, Engineering, and Mathematics for Persons with Disabilities (NSF 00-69)
- EHR/HRD – Program for Gender Equity in Science, Mathematics, Engineering, and Technology (NSF 99-25)
- CISE/EIA – Educational Innovation Program (NSF 98-44)
- CISE/EIA – Minority Institutions Infrastructure Program (NSF 96-15)
- ENG & CISE – Combined Research-Curriculum Development (CRCD) (NSF 00-66)
- ENG/EEC – The Action Agenda for Systemic Engineering Education Reform (NSF 98-27)
- GEO – Geoscience Education (NSF 99-44)
- MPS/DMS – Vertical Integration of Research and Education in Mathematical Sciences (VIGRE) (NSF 00-40)
- NSF-wide – Research Experiences for Undergraduates (REU) (NSF 96-102)

ABOUT THE NATIONAL SCIENCE FOUNDATION

The National Science Foundation (NSF) funds research and education in most fields of science and engineering. Grantees are wholly responsible for conducting their project activities and preparing the results for publication. Thus, the Foundation does not assume responsibility for such findings or their interpretation.

NSF welcomes proposals from all qualified scientists, engineers and educators. The Foundation strongly encourages women, minorities, and persons with disabilities to compete fully in its programs. In accordance with federal statutes, regulations, and NSF policies, no person on grounds of race, color, age, sex, national origin, or disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving financial assistance from NSF (unless otherwise specified in the eligibility requirements for a particular program).

Facilitation Awards for Scientists and Engineers with Disabilities (FASSED) provide funding for special assistance or equipment to enable persons with disabilities (investigators and other staff, including student research assistants) to work on NSF-supported projects. See the program announcement or contact the program coordinator at (703) 306-1636.

The National Science Foundation has Telephonic Device for the Deaf (TDD) and Federal Information Relay Service (FIRS) capabilities that enable individuals with hearing impairments to communicate with the Foundation regarding NSF programs, employment, or general information. TDD may be accessed at (703) 306-0090 or through FIRS on 1 (800) 877-8339.

The National Science committed to making all of the information we publish easy to understand. If you have a suggestion about how to improve the clarity of this document or other NSF-published materials, please contact us at plainlanguage@nsf.gov.

PRIVACY ACT AND PUBLIC BURDEN STATEMENTS

The information requested on proposal forms and project reports is solicited under the authority of the National Science Foundation Act of 1950, as amended. The information on proposal forms will be used in connection with the selection of qualified proposals; project reports submitted by awardees will be used for program evaluation and reporting within the Executive Branch and to Congress. The information requested may be disclosed to qualified reviewers and staff assistants as part of the review process; to applicant institutions/grantees to provide or obtain data regarding the proposal review process, award decisions, or the administration of awards; to government contractors, experts, volunteers and researchers and educators as necessary to complete assigned work; to other government agencies needing information as part of the review process or in order to coordinate programs; and to another Federal agency, court or party in a court or Federal administrative proceeding if the government is a party. Information about Principal Investigators may be added to the Reviewer file and used to select potential candidates to serve as peer reviewers or advisory committee members. See Systems of Records, NSF-50, "Principal Investigator/Proposal File and Associated Records," 63 Federal Register 267 (January 5, 1998), and NSF-51, "Reviewer/Proposal File and Associated Records," 63 Federal Register 268 (January 5, 1998). Submission of the information is voluntary. Failure to provide full and complete information, however, may reduce the possibility of receiving an award.

Pursuant to 5 CFR 1320.5(b), an agency may not conduct or sponsor, and a person is not required to respond to an information collection unless it displays a valid OMB control number. The OMB control number for this collection is 3145-0058. Public reporting burden for this collection of information is estimated to average 120 hours per response, including the time for reviewing instructions. Send comments regarding this burden estimate and any other aspect of this collection of information, including suggestions for reducing this burden, to: Reports Clearance Officer; Information Dissemination Branch, DAS; National Science Foundation; Arlington, VA 22230.

OMB No. 3145-0058

**NSF 00-63
Electronic Dissemination Only**